

The Filipino Teacher

Vol. IV

OCTOBER, 1910

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MR. JOHN L. BARRETT,
Treasurer for the Philippine Islands.

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MANILA, OCTOBER, 1910

No. 5

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EDITOR'S PAGE

THE NAUTICAL SCHOOL

If there is any country in the world whose progress is but a dream without men dedicating to the sea-faring life, that country is the Philippines. In no other country are sailors so important as here. For that reason, the news concerning the establishment of a well equipped nautical school as recently published in local presses is not a new prospect to us. Such a step will certainly receive our most favorable comments, and from the public, undoubtedly, the most worthy of all supports.

About five years ago, while the old nautical school was running its most critical moment, the public had stated their utmost desire to see the Government adopt at once such measures as might be deemed necessary to have it completely reorganized. But unfortunately the cry was not favorably considered until the present days.

What a nautical school will mean to this country is perfectly known by all. The fact that the Philippines is composed of many islands, without considering any more its location with regard to the existing relations between her and other countries, suggests to us the difficulty of all interisland communications. No greater step can be taken that will necessarily tend to the moral and material progress of our people, if the vital interest of water transportations among all these

islands is out of due regard. And if interisland communication is impracticable, no unification of customs, language or ideals may be hoped at, nor could the different tribes of this country be in close contact and mutual understanding with each other.

At present we have but an insignificant number of native sailors. We mean sailors who were trained before stepping on board. We have also a few captains, but in truth, they are considerably few. As inevitable consequence, the Government, as well as private companies are obliged to ask strangers to fill up the required post for service. This leads, of course, to higher expenses and therefore to a greater appropriation for the Government. Had there been nautical school since american occupation probably the Philippines would not be as poor in native sailors as it is now.

Considering our point of view, the need of native sailors specially trained in navigation who will be able to manage and guide the ships to bring these islands together is clearly demonstrated.

It seems to be apparent that the old spanish regime had considered nautical school of greater importance in uplifting this country than does the present administration. A score ago, the nautical school of the Philippines was at the same level

in consideration as those of the other highly classified institution. But we are sorry to confess that during this twelve years of American administration a somewhat lack of interest is shown in bealf of this important center of learning.

This country will some day take her place among the civilized nations of the world as duly coroborated by America's leading men. If this is so, now is the pricise moment to mould our Nelsons and Togos.

We hope that because of America's policy in the Philippines, the proposed opening of such a valuable institution will soon be a real one.

INDUSTRY AND ECONOMY

The Bnreau of Education has long ago introduced in the course of study a series of manual training in all the public schools as weaving, whittling, embroidery, etc. This practice enables the pupils to produce articles of value that may be easily sold in the town market. Such an excellent step of the Bureau to train pupils working with their hands will tend neesarily to the formation of a self-supporting, and independent people which is a blessing, of course, to the Filipinos. As a matter of fact, many of our young folks still retain that tendency of hating all profitable work, all professions where physical labor is mostly needed. The great majority are yet seen to incline themselves and follow such

With a woman it is a struggle to provide something for the inner man, and with a man it is an effort to provide something for the outer woman.

Teacher—What will happen when light strikes the water at an angle of 45 degrees?
Bright Youth—It will go out.

careers as law, medicine, pharmacy and the like, where less bodily work is required. Scarcely three or five out of every hundred young men to day would feel like being a farmer, a carpenter or a machinist. But, the introduction of industrial training in our schools, thanks to the present Director of Education Mr. White, will unquestionably erase this bad habit and foolish tendency of many.

The aim of the Bureau, we think, can be more fully realized if part of the proceeds are turned over to the pupils. This will certainly stimulate them and will create more interest to handle up the same work again and do better, because of the compensation that they receive. We know that such a practice is now being observed in some schools, but we are anxious te hear every school of the Islands where industrial work is given, take this wise and encouraging step. We can cite as examples, the public schools of various districts of Manila where the net profit of the pupils' labor is kept as school funds, and not a share is turned over to them.

If our suggestion be practically observed in all schools, it will not be difficult for teachers to impress on the pupils' mind the idea of economy and at the same time habituate them to save little by little, thus keeping an open account with the Postal Savings Bank. This is the only possible way by which pupils could gain something to save.

The loftiest souls are those who are conscious of the universal sympathy, and who give their full and willing co-laboration to this vast concert which we call civilization.

"What is raised mostly in damp climates?" asked the teacher.
"Umbrellas," replied Juan.



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"Making hay for the winter" should be fully observed and practiced wisely at schools if we expect our future citizens to be industrious, economic and self-reliant.

Let us expect to see teachers principals or supervisors adopt this important measure to be able to teach well the lesson of thrift and economy along side the idea of production.

HAS HE SEEN ALL OF IT?

Now that the Hon. Secretary of ~~W~~ is assuming in full discharge his important office, we deem it wise to hope that his visit here will give forth some beneficial results, knowing that the Philippines is under his direct administration.

Undoubtedly, it was his desire to be personally in close contact with government affairs pertaining to these Islands to witness matters of great importance such as would necessarily have to come up before him.

We would sincerely hope that his aim has been fully accomplished and trust that he has had the opportunity of having learned at least something about that branch of Philippine Government called Bureau of Education.

The Bureau of Education is no doubt important and a great one, but the benefits to be derived from it, however, is not always forthcoming, as would be the ambition of numerous hard-working teachers now performing faithful and meritorious services. There exists a great number of teachers whose increase in pay and position should be made if not equalized to that of their comrades.

We would indeed be glad to hear that the government change its policy and look into this matter which would naturally fall in favor of many, we know, well deserved, efficient, honest, trustworthy and painstaking Filipino teachers.

The theory that high positions should not be bestowed to the Filipinos at present, is, we believe, an improper measure. In our opinion such Filipino teachers are certainly entitled to a fair and impartial trial any how. In so doing, many will be benefited thereby, and teachers would feel that justice is given them.

It is true that there are some Filipino supervisors in few remote barrios of the Archipelago, but, we are sorry to state that none exist in leading towns, not even mentioning Manila. A just distribution for just the same cause, would, we think be no more than just and impartial.

THE FILIPINO TEACHER does nothing more but to interpret the just ambition of the native teachers, and hopes the Government will look into their welfare and advancement if the doctrines of America's great men will ever be put into practice. One of those doctrines says:—

"The Philippines are ours, not to exploit, but to develop, to civilize, to educate, to TRAIN in the science of government. This is the path of duty which we must follow or be recreant to a mighty trust committed to us."

I go for all sharing the privileges of the government who assist in bearing its burdens, by no means excluding women.—Abraham Lincoln.

She—What is your idea of spelling reform?
He—It should be spelled r-e-f-o-r-m.

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AN UNFOUNDED ECONOMY.

The teacher's vacancy in Pampanga was put into public auction to fill up the required position. It is said that the Div. Supt. of that province found this method adequate as there were many who were applying for the position. Undoubtedly, he thought it the only and perhaps the best way to economize. Probably the Div. Supt. was very tired receiving so many applications for same position. He did not like to reject any of them, for they are probably his friends. The only way he could remedy this is by putting the vacancy into auction.

At first sight this practice appears reasonable. It certainly means economy. Lower appropriation from the school fund will be drawn; that is to say, if the lowest bidder is obtained to occupy the place. But who will the lowest bidder be? Is it possible to have the best qualified? Truly not for if the candidate possess all necessary ability to teach, if he realizes truly the græveur and difficulties of teaching, he will not, undoubtedly, offer himself for so insignificant pay. Such a practice is being observed by many knowing the fact that disadvantageous result will necessary give its way.

Our schools need trained skilled teachers. The least skilled teacher is the one to be the least bidder. And if all positions will be occupied in such a method, the public schools will be filled

with unskilled teachers. To raise the standard of the teaching force in the Islands it is obvious that better remunerations need be offered. It is the only way to have good teachers who will be able to carry on the work properly.

It is a fact that strongly qualified teachers in the Bureau who have confidence in their abilities and believe would be able to receive better pay and position in other bureau or departaments are one by one, quitting their mostly needed work. While untrained teachers are applying for the vacant positions. Thus, years passed on but the uplifting of the teaching capacity in the Islands has been, indeed, too slow. This is mostly due to that unfounded economy misunderstood by our authorities. Every municipality wants to economize, sure; but every one of them asks for a good teacher. Is it possible when in the majority of cases a policeman of the town receives higher wage than that miserable teacher toiling hard daily in his schoolroom? Not all economy possible is good. "No all that shines is gold". Some times it is improper if it does not lie on reasonable basis. So is the step taken on economy mentioned above. Just think, teacher's position for the lowest bidder. The very phrase sounds to us some what degrading. It makes teaching profession low and mean. In truth, such a method is not founded. It is not reasonable.

NOTICE

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Postal Savings Bank Popular

The next generation of Filipinos will not be poor. They will be a thrifty and saving people, if it is true that coming events cast their shadows before them.

The children of the primary Schools of the Fourth School District of Manila decided on the 8th, of the last month of September to become depositors in the Postal Savings Bank. The Supervisor's report on the 30th. of September, after three school weeks, showed 1280 Primary Children of the Fourth School District (comprising Gagalangin Primary School, Tondo Primary School, Meisic Primary School, San Nicolas Primary School and Chinese School) as having taken the first steps toward saving their money, being the happy possessors of Savings Bank Cards with already one or more stamps attached.

Beside these, 469 pupils who have already saved their peso, or more, have become the proud possessors of a Bank Book. The children of these schools have during these three weeks bought ₱1290 85 worth of Postal Savings Bank Stamps. The teachers of this district showed the example to their pupils, almost every one of them having a Bank Account. The janitors of the schools too are following the children. The Principals find that the Savings Bank has cured the gambling habit among the pupils, formerly every recess found several pupils up before the Principals for playing money. Since the saving began not one pupils has been reprimanded for this misdemeanor.

The children and teachers of the Fourth District are not only saving their money and depositing it at their Branch Post Office which has been opened for their benefit in one of the school-rooms of the Meisic School Building, but they are also all of them wearing Badges showing that they belong to the "Band of Mercy", the children's branch of the Society for the Prevention of Cruelty to Animals. The Educational Bureau can well be proud of the children of the Islands.

Fourth School District.

What they think of us.

I like it very much because it helps me in my profession. It is one of the helpful papers that I have ever read.

Gervasio M. Blanco,
Botolan, Zambales.

I find them excellent papers for teachers and pupils. Your papers are useful for every Filipino in General.

F. San Diego,
Catanauan, Tayabas.

Last week I have read one number of your journal, and now I am decided to subscribe as I believe it helps me to develop my knowledge.

Raymundo F. Manahan,
Phil. S. of Commerce,
Manila.

WELCOME

We can not help but publish in the columns of our journal the names of our new subscribers. Our wish is that its circulation be still greater. We trust, the public realizes the importance of the cause for which our paper is being published.

The following subscribers are heartfully welcomed:—

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The Filipino Teacher

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Come, Come!

To the legion of Filipino Teachers, the
silent toilers for the Future Good.

What a hard lot it is to be a toiler; to be one of those numberless unfortunates who must daily "fight for their bread"; to be one of the countless millions of humanity who bear the weight of the material burden of the world on their shoulders—those eternal "Atlases" of Labor, of Toil, of Hardship, of Want, of Misery, of Woel King Capital sitting on his throne with a pitiless smile on his lips—satisfied with his tyrannical power and luxurios life—beholds the march and the progress of his legions of toilers as they pass before him with faces downcast.

Toilers, my dear brethren, sad is our lot. You and I have drunk, and are still drinking and will probably drink more of that acid of *penury* which drives us to wretchedness. But yet, don't you lose hope my dear friend. Have faith in your stars. Life is like a huge "Wheel": it has its *ups* and *downs*. We may be down to day but then we surely will have our *up* sooner or later if we only be persevering enough.

We are nearest the dust, it is true, but then we should not forget that we form the foundation which support the great monument of material progress of Humanity and as such we also have an important share in the destiny of the world. Let God's Law of Rewards animate your whole beings: "Go, work, and according to your industry and intelligence, so shall be your reward".

This is the heartfelt advice of one of your numbers. But enough of it at present.

Let me tell you what I have seen and heard just now. It was an interesting conversation between two teachers. Teachers are also toilers; they belong to

our ranks. They are perhaps the hardest of toilers for they have the hardest and the most difficult of tasks to accomplish—that of shaping the future of a nation. Here's a fragment of that dialogue:

—What have you heard about the P. T. A.?

—That there are some reforms being introduced in it.

—Do you belong to that association?

—Well, I used to, but I ceased to be a member long ago, about a year now.

—Why? Did you become tired of it?

Oh, I left it because I do not get any benefit from it. They say so many things but none was accomplished.

—My dear friend, how can the association accomplish its end in a day? How do you expect it to accomplish its purposes when precisely the members from whose energies the association depends are the very ones to forsake it because of some dissatisfaction?

—But you see, I don't like the association because it brings no benefit to me; and besides, there's somebody in it who . . .

—Very well, would it make it any better if you leave it (the association) alone. Wouldn't it be wiser to stay in it and use all your energies to help uplift the association? I presume that you like its well being and that you joined it not for any selfish benefits, not for your own individual welfare but for the purpose of contributing your thoughts and energies to the general good of all our brethren and our country; that you were impulsed by unselfish motives; that the thought which prompted you to join the association was not "It will benefit me," but that "It will help and benefit others."

—But the fact which chilled me is that there are many members who have already left the association; and that the few remaining are still quiet indifferent; and...

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—Now, now. That's not manly. Is it because others have gone that you'll also go? What matters it to you? Are their will yours? Certainly not. They who did that was governed by selfish passions. Because the association had not brought them the personal benefits they expected within the time they waited for them, or because they had some controversy with some one of the members—with one of their own brethren, mark you—they have forsaken all; they have abandoned the association which is building the monument of their Ideal; they have turned their backs and lent a waxen ear to the cries and entreaties of the 'Soul' of the association—they let Pride and Selfishness overcome them.

And more. They are not contented of leaving the association to its fate. They even say, and with contempt, that it has done nothing; that it is ~~is~~ presumptuous in its objects; and that it is useless, and so on and so forth. This is surely an act of cowardice and unmanliness. For what will public opinion say of us? Perhaps it will say we are building only a "Tower of Babel."

—But you see facts show that . . .

—Facts show that there lacks that mutual cooperation which is so essential to the success of our undertaking. Enthusiasm—that indispensable oil which smoothes and lightens the wheel of our toil—is lacking. Hope is about to fly away. These are the facts, cold facts. Aren't you willing to save the association which defends your ideal to be lost among the waves of fatalities? Can you bear to see it drown and lose in the regions of the Deep? Will you remain immovable, or pursuing your own selfish desires while that which represents your highest purpose is being swallowed up by the cavernous mouth of Failure?

My dear friend, we must save the association. Our honor muster us. You can not deny that we are poor; that we belong to the humble ranks of workers, of

toilers, who «fight hard to earn their bread», and as such, we shall still be more wretched if we shall allow the monument of our Ideal to totter down and kiss the dust! By all means, let us do our best to rest this monument upon a foundation of rock, and not of sand.

Too much work is required of us, yet how little, how unbecoming is our salary! Too much is expected when too little is paid! How unjust! And if we shall yet lose the monument of our sacred Ideal we shall perhaps be driven to total poverty and wretchedness!

But, my dear brethren, I think that we are not working for money alone. We should forget that point much as we can. What care we for money so long as we know that our efforts are not wasted? What care we for the money question? Are we not educating our youths? Are we not helping in the shaping of the future edifice of our dear Philippines?

Our task is hard. We are poorly paid. Let us then content ourselves of contemplating with satisfaction the product of our work.

Let us likewise help, to the best we can, to build the lasting—nay, the eternal monument of our Ideal—This is the Philippine Teachers' Association.

Shake away all indifference; throw away ideas of pride and egoism; break down all barriers, all barriers of whatever kind; and let the feelings of brotherhood, of patriotism, of sympathy, and of mutual cooperation flow from every heart to cement a *union* which should be perpetual and exemplary to the youths of our beloved country in particular.

SILENT JOEL

People get wisdom by experience. A man never wakes up his second baby to see it laugh.

Supervisor.—You don't seem to care much for music.

Teacher.—I care too much for it to treat it the way you do.

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WOMAN'S PAGE

NURSING

By Miss Anastacia Giron, Philippine Gen. Hospital

Nursing was established for the convenience of the civilized world. In the nineteenth century the nursing force was begun in England by a noble hearted lady, Florence Nightingale, whose name will never be forgotten. She had always a great sympathy for the sick. She encouraged women to take up the work. During the Cremean war of 1862-1865 she gathered a small band of young women of good reputation and went to the battlefield. There, they worked night and day among the sick soldiers saving many a life and alleviating their pains.

Fifty years ago, Clara Burton, whose name is familiar to every American, began the work in America. She was the founder of the Red Cross Society. Since then, trained nursing became an important profession in the United States. Ladies who are among the best families are taking up the work in the great field of nursing.

Here in the Philippines, nursing is not yet fully known to most of our people, for it was only introduced three years ago. Some may think that to be a nurse is a disgrace and that the work is not fitted for girls. But this is not true. There is no other work for young women more noble than nursing. It should not be forgotten that nursing is a profession just as well as any noble career.

Is it not grand to think of one that helps to save the life and soothe the agonizing pain of the patient? It should be borne in mind that there are only two kinds of work in this world, namely, honest and dishonest work. Nursing belongs to the former.

Nursing is the proper care of the sick. It is to alleviate the pain and to make the patients as comfortable as possible.

Health has been defined by Clara W. Shaw, as the perfect circulation of pure blood in a sound organism. Any departure of these gives place to sickness, and in order to aid Nature in restoring the body to its natural or normal condition, proper and careful nursing is necessary. Nursing belongs mostly, if not wholly, to the female sex. Not because they are women and thus can take proper care of the sufferers, but it is because their tender nature and lady-like manners that gives them a tendency to become good nurses. Unless they are properly trained the task will be a failure. Not all women can become good nurses, for only those who have great patience and tact can succeed.

An ideal nurse should have a thorough and ample knowledge of the human body. She should know the diseases that affect mostly, each of the organs of the body and the way to prevent them; if once contracted, she should know how and where to look for the symptoms, from which the Doctor may diagnose the case. A nurse must be healthy and enduring; for a

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THE FILIPINO TEACHER

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sick person is unable to care for another. She must always be dignified and quiet for dignity and quietness draw the respect of others. She must be cheerful for cheerfulness has a great influence upon the patient. She must also be economical and conscientious.

A sick person is like a helpless baby and consequently needs somebody to take care of him or her, and none is more trusted for the responsibility than a trained nurse. Since the patient is helpless, the nurse should do every thing in her power to help the patient. Patients look upon the nurse as their mother and true friend.

The nurse is the chain between the patient and the Doctor. The Doctor diagnoses the case and prescribes for it; the nurse receives the orders and executes them properly and faithfully, and it is her part to make the patient feel as easy as possible. Then she gathers symptoms from which the Doctor diagnoses the case. Carefulness is of the utmost importance for a nurse because the slightest mistake committed by her, may result into the death of the unhappy patient.

The care for mothers and new born babies, come under the head of nursing. A nurse must know how to take care of babies and mothers before she can be a good nurse. The great mortality of children in the Philippines is due, mostly, to the ignorance of mothers in the proper care for their children. The lack of knowledge as to the proper food for the infants is also another reason for such a terrible number of children's mortality. Another reason, is the existence of midwifery in the Islands. These old midwives who try to supersede the Doctors, are responsible also for the children's mortality. If husbands really value their wives, why do they intrust the care to a midwife for the safety of both mother and child, instead of Doctor? The work should be entrusted in the hand of a Doctor who is trained of it.

Women who expect to have children should go to a Hospital where they receive proper treatment. The hospital is the place made for the purpose of attending the sufferers. In the hospitals, nurses are found there to take care of sick persons, and they are willing to sacrifice their lives for the good of others. There are the doctors who can make them well, and who are not devoid of the eagerness to fulfill their mission. Let us not be afraid of the Hospital! It is an excellent idea to consult the Doctor as early as possible when one feels sick. A slight disease may result in a serious one if neglected. «One ounce of prevention is equal to one pound of cure»

Cleanliness is an important part of nursing. Frequent bathings and living in the free air prevent the contraction of numerous diseases. Good water and fresh air keep the body in good condition. Bathing at least once a day is essential and beneficial. Taking plenty of fresh air into the lungs keeps away the germs of tuberculosis, which is very common in the Philippines.

Young women should know something about Hygiene, and it is also necessary for them to know something of nursing. It is not always necessary for them to become nurses, but it is indispensable for them to learn it, because being the coming mothers a defective physical education will not fail to cause them unhappiness in the married stage. A girl cannot be a useful or a happy wife if she ignores the principles of nursing. She cannot make her children and husband happy unless she is a healthy and a happy woman. «There is not a more important thing for a girl to learn, than to know how to live well herself and keep others well.» If there is health there is happiness.

The real object of education is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy, occupations that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful, and death less terrible.
Sidney Smith.

A little girl is reported to have written in her examination paper: «The Arctic Ocean is chiefly used for purposes of exploration.»

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LITERARY PAGE

The Land of My Birth.

There is no place, however fair,
As my beloved native land,
Where I was nursed with tender care
In childhood, by maternal hand;
That land which saw my lowly birth
I'll e'er proclaim as best on earth!

Her vales, her woods and laughing rills
Are parents of my blissful days,
While lie forever 'neath her hills
The rude ancestors of my race.
Oh, every scene does hold for me,
A treasure dear to memory!

There breathe in plenty and in peace
The simple children of the soil,
And tho' unknown to wealth and ease
They live content by their own toil;
From those true hearts I ever claim
A constant place in Friendship's name.

There blooms the rose of sweetest scent
That hushes my sleep to poetic dreams,
The rose to which the Heavens lent
The purity of moonlight beams.
How sweet is life where hope is found,
Where joy in love can find no bound!

A humble home awaits me there
To cheer me with its rural charms;
And anxious mother worn with care
To clasp me in her withered arms.
There are the friends by the fire side
Who, my return so well abide!

What heart will not be filled with pride
To have for home and native land,
The country where his fathers died,
The country of a patriot's band?
When that land is the martyr's grave,
The pride and boast of heroes brave?

FLORE

LINES.

Dedicated to Miss Estella E.
Murdock—Supervisor 2d District,
City Schools Manila, P. I.

If e'er was there a heart so true and kind,
A fountain pure of goodness and of love,
Whose soul's the pattern of a soul divine—
That heart, that soul, a mankind's blessing prove.

A heart as this is like the deathless sun,
Which cheers the world with its life giving beams;
A soul like this's a star that guides us on
Our pathless journey with its golden gleams...

Is there a heart like this, Dame Fortune's pride,
Whose joy it is to scatter Goodness's seeds,
Who sways by love, and who is a safe guide,
A ready helper to him who e'er needs?

There is! There is! Bless'd be her soul, thrice bless'd!
May all her deeds be crown'd with laurel wreaths,
The seeds she's planting root in ev'ry breast,
The odor of their flow'rs perfume our breaths!

Bless'd be her name! She, sister of Kindness,
Whose boon companion is sweet Sympathy,
Whose noble soul's the refuge of Goodness,
Whose heart beats ever of philanthropy!

Were all her kindred as like as herself,
An earnest helper—not oppressor base,
Rizal from his immortal sleep, himself,
Will rise to bless, and not to curse, her race!

JULIANUS.

September 18, 1910.

"What is gossip?" reflected the preacher; and then he answered, "It's putting two and two together and making five."

Teacher—Can you name the four seasons?
Jimmie—I only know two, and that's the baseball season and the football season.

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IN MEMORIAM (*)

We're gathered here to-day to consecrate
 The memory of one whose name we love!
 He now remains in peace within the gate
 Of God's domain beyond the skies above!

The dark and thorny path of life he trod
 To reach that which he cherished most—his goal!
 He found his goal—and found himself with God,
 Who rules this world of ours from pole to pole!

He's dead. . . and all our hearts are filled with grief,
 Because to us he was a loyal friend!
 No joy of earth can give our hearts relief,
 Except the blessings that the Lord can send.

Though he is gone, we all remain behind
 To sing his saintly name with mournful notes,
 Whose echoes shall be heard by humankind
 From the celestial angel's crystal throats!

He's dead! He sleeps! His race is run, . . .
 He lives with God to whom his life he gave;
 He lives where stars are brighter than the sun. . .
 How sweet is life with God beyond the gravel!

Paturo and the world mourn for his death,
 Whose darkness leads unto eternity;
 He left the world on his last parting breath
 To sleep and dream of immortality!

JUAN F. SALAZAR.

"The Tila Pass"

How many of the people of the present generation of our race ever looked back at the eventful year 1899, when the cannon roared throughout the mountains and plains of these Oriental Isles? How many yet recall the memorable fields of Luzón and Vizayas which were once strewn with the helpless soldiers of the Philippine Army? Do they not remember the spots that became the flowing rills and brooks with the blood of our countrymen? Of course they do.

They still hear the resounding echoes of the firing guns and recall the innumerable bloodsheds of those who fell during the night. Those patriots who went into the battlefield and exposed their lives in hardships were the ones who fought and sacrificed heartily for our cause. They believed that, by so doing imbued by the sacred aim, the land of their birth will sooner or later become free and independent.

Such noble acts were yet to be traced. We can find them in the hearts of the people to-day. Everybody knows the places where those patriots witnessed the struggle for liberty. The Americans know where their Gettysburg and Saratoga are. So the Filipinos. We have our Zapote, our Biyuyan, and our Tila. These will forever be remembered by us. They are sacred to all and each of the Filipinos.

Let us see and feel deeply what is often said that made Tila Pass memorable. It is a narrow gate between the two Caraballos in Luzón where Aguinaldo and his staff were once surrounded by the enemies.

(*) This poem was inspired by the recent but untimely death of Crispulo Rosales, a native of Paturo, Rizal, and a schoolmate of the author. The poem was recited during a literary program rendered by the students of Paturo.

Only about fifty soldiers under General Del Pilar were with him. How could such small a number face the coming danger? They were poorly clothed and ammunition was lacking. Up and down the mountains through deep canyons and narrow glens they had been travelling night and day. They were almost dying in hunger. Now hundreds and hundreds of Americans were before them. Cannon shots and bullet were flying in the air. Aguinaldo's soldiers were gradually falling dead. He was almost in despair. Probably he was thinking that if he should be caught or killed by the enemies it would mean a great loss to his army and thus discourage them. Notwithstanding this, however, there was one among them whom Aguinaldo could trust. This was his faithful friend Gregorio del Pilar.

Aguinaldo being confident of the bravery and skill of his staff Del Pilar, asked him to resist and break the enemy's line within an hour. Del Pilar knowing the possibility and advantage of such proposition, and believing that it was his duty to help his President to get away from the menacing danger, put his watch in his hand and gave final orders to his forty surviving soldiers to begin the attack. O mercy! what could these few soldiers do! They faced bravely the rain of bullets and the roaring cannon that were hissing on all sides. Everything seemed a disadvantage to them.

Nevertheless the faithful soldiers did their best. They aimed and fired their guns carefully. Every bullet that came out from their guns meant lives. They advanced as far as they could against the enemy's line. Del Pilar was at their head. His eyes were fixed sharply at the line of the invading army. His soldiers strode over their dying comrades. They kept firing and firing. At last there was none to sound the bugle. Del Pilar walked back and forth to encourage his soldiers. He even pushed them to advance.

"Advance" he shouted, "Our cause is just and God knows why we fight for".

An hour is scarcely gone. Little rills or spring of blood over the ground are formed beneath their feet.

Deaths were scattered in the battlefield. All the soldiers were annihilated. He himself was wounded. But for what cause did he sacrifice the lives of his soldiers. It was that while they were fighting and gaining a little way on the enemy's line, Aguinaldo was doing the retreat. Did Aguinaldo really retreat to save his life? No, at that moment he would rather die than to retreat because of cowardice. He took the cause for his country. He knew that his death would mean a great loss to his country.

Thus, because of the steadfastness and military genius of his valiant general, and the loyalty of his soldiers, Aguinaldo has retreated safely and devised another plan of battle.

Del Pilar the man who will forever be remembered and honored by his people, was also killed and left with his faithful soldiers in the field.

Indeed he died an honorable death. He had accomplished his duty to his superior and beyond all to his beloved and adored country, *The Philippines*.

Were Gregorio del Pilar an American or a Frenchman, his bravery and heroism might have been proclaimed by all the people of the world. *May this noble Hero of our race rest in peace!*

XAVIER.

COLABORATIONS

The Teacher.

By Mr. Julian R. Floresca, Principal of Naguilian Intermediate and Primary Schools.

It is a fact of great importance that a teacher should discuss his profession, not because he is a "teacher", but because it is his main duty and purpose to recognize it in his every day life and the responsibilities that may fall on him.

No one should enter upon this work without an appreciation of its great opportunity, without a sense of responsibility involved as a leader and instructor of children. Therefore, as we are teachers, we must try to succeed and prolong our profession. There is nothing open to us but to discuss our present profession as to how much we can accomplish, what should we accomplish, and when and why we should accomplish.

In discussing this subject, we can divide it into four great heads.

First—*Qualities that a teacher should possess.*

A teacher must be genuine, whole-souled, honest, manly, true—if it is true to a man, it is also true to a woman. If a teacher is not genuine he could easily be discovered by his pupils. A manly teacher will lift up his pupils toward high idea's of manhood. He must be whole-souled. Because the spirit of the teacher is more than his method and that person is the most valuable in the schoolroom who fills it with sweet reasonings. Furthermore, the personality of the teacher in the school is the chief factor of moral influence in it. The manly spirit will show itself also in the teacher's attitude towards his fellow-teachers.

He must possess patience, sympathy and love for children. Of course there are many discouragements, difficulties of daily occurrence and things that disturb the equanimity of the most patient. It is not that the children are vicious, most of them are good. But they are mischievous, restless, full of life, and they often find it hard to submit to the necessary requirement of school discipline. Here is the necessity for patience is manifest. He must have love for children, a sympathy with its interests. Possessing this, the teacher will not only be able to reach the inner life, the best and noblest, that which is the character of the child, but through this he will reach the intellectual as well as the other sides of the child's development.

He must possess a happy disposition and that he may not show any bad indication in his face before his pupils—but always frank and happy.

He must possess good physical health. He never attempts to enter this profession or any other line, if he is unhealthy, sickly or any of that sort. Physical health is essential, so that there may be cheerfulness, the vivacity, the fertility of resource both in method and in discipline, the maintenance of interest, and the complete mastery of all school details. Bodily strength gives uncounciousness of power both in preserving and in imparting instruction.

He must be capable of thinking and speaking clearly and logically. Logical power, clearness of conception, will enable one to grasp the essentials and make them stand out vividly that his pupils will be able to seize and hold the lesson.

He must be an altruist: No person should seek to be a teacher whose motive is selfish. It is a universal mistake to invite a person of such a spirit, but there is everything to invite one who seeks the welfare of his follow-men.

These are the qualities that the teacher must possess, and possessing them, he will not be lacking in the strong personality that impress itself forcibly effectively and permanently upon his mind and hearts of those whom he teaches.

Second—*His General Education:*

There must first be a sound foundation of knowledge. A teacher must know many subjects besides those he is to teach. Generally speaking in order that he is apt and capable to teach successfully, he should be there or more years ahead of his pupils in schoolship. Besides he should be an intermediate or a Normal-school graduate at least. For this very reason, through the mastery of academic knowledge of subjects, is absolutely essential, and no methods or schoolroom device or superficial tactics can take its place. Of course a teacher can not teach all he knows, but through the mastery of academic knowledge of subjects makes him free to encourage his pupils to ask questions; increase his power to illustrate; enables him to distinguish the important from the unimportant; insures his interest in his pupils.

Mother—Tomas, what's your little brother crying that way for?
Tomas (who has taken the little fellow's cake)—I guess that's the only way he knows how to cry ma.

A well-governed stomach is a great part of liberty.—Seneca.



"THE FILIPINO TEACHER" is the only magazine published in these Islands to help teachers of their daily work. It is worth reading and a good home friend."

JULIAN R. FLORESCA.

Sillaria de Viena, de América Hongkon; sueltos y por juegos muy baratos, siempre barato en LA PUERTA DEL SOL.

Reading magazines, newspapers and several other books are great helps of his profession, and therefore a teacher should not neglect to provide for himself every single factor that would aid him in his profession as well as for his every day life. There is no reason why he should neglect to do so.

Third—His Profesional Training:

Any one who deserves to enter this field must realize that academic culture alone will not suffice in this profession, no matter though he was a college graduate. It is then provided that there should be the special, technical training in the science and arts of teaching, else the teacher must learn the technique of his profession by experimentation in the schoolroom. It is further a universal mistake to appoint the smartest college graduate to be a teacher without a technical training in the science and arts of teaching. Because without special training there would be no progress or advancement be over made by such a teacher, but as a result, simply a failure and absolutely a loss of time, both the pupils and himself.

The profesional training of a teacher should consist of a study of psychology and child study, history of education, methods of teaching, school management, school law and school economies, practice work and philosophy of education. These subjects should be at the hands of the teacher if possible.

Educational journals are important factors in a teacher's life, because in them he could read the record of what other schools are doing, helps and devices him, and further more in the instructive articles, he could read good instructions as his guidance, and he could use the same questions to his pupils that he could find in these journals given by his fellow-teachers.

Another important profesional training the teacher should have, besides a part of his duty, is to attend teacher's institutes. It is important because several exchange of ideas of different teachers may occur in regard to educational affairs; gets and gives new methods, and be associated and acquainted with each of his fellow mates.

Fourth—His duties to his pupils:

If a teacher is "the highest priest of the future" in no better way can he serve his community than by teaching the children what they shall eat and what

they shall drink. He should be familiar with symptoms of disease common to children, such as diphtheria, scarlet-fever etc. If he sees child exhibiting any indication of serious disorder he should promptly remove him from the school. It is his duty to aim to secure a well-balanced development of all powers of the child "the hand, the head, and the heart."

To parents: It is his duty to keep in close touch with the parents to inform them of the progress or the serious misconduct of their children, and all other matters of vital interest to them. He must invite parents to attend entertainment given by the school to interest them.

If the teacher can get the ear of the parents he will have little difficulty in carrying forward any reasonable measure of improvement, and the best way to do this is through the parents' meeting.

To community: He must study the whole community as well as the single parents of children. He should be associated with the people. He should consider himself as if he were a citizen in that locality. For these very reasons, to understand the people, to win their confidence through his interest in the affairs of the town, to create a better reputation towards him, and further importance—to help him to increase the attendance in his school which is one of the most important requirement in the line of his profession.

To the school board: It is his duty to be perfectly associated and acquainted with the school board, because when he works together with them in perfect harmony, it may be expected that the best educational results will follow.

To his profession: It is his duty to do what he can sustain, dignify, and awaken respect for his calling. He should never attempt to go before his class without a full preparation of his work or else he is to be laughed at, or stand there like a post. There are several reasons why preparation of subject matter is necessary. (1) To have a definite purpose, that is, a lesson which has not a definite purpose has not a definite value. (2) he wins greater confidence of pupils towards him and (3) he economizes time. He must present his lesson logically. Illustrations are also needed because they give help in teaching certain subjects such as language, arithmetic etc. and adds interest of pupils.

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To himself: The personal habit of the teacher is a great model of his pupils. He must care for his health as well as for his pupils. He should secure a suitable home, proper and simple dress, takes recreation, guards against diseases, he must keep his body in perfect order. By doing these, he can possess the cheerful spirit that makes his schoolroom and his superiors a joy and a delight.

A VIEW OF THE CHILD'S PROBLEM

By Mr. Bernardo Elayda, teacher of Zambales High School.

As 'essential nature regards, the poets are the natural lovers of children for they see beauty in them; but, unless they are impressed by Socrates with the divine purpose of educating the youths—thus protecting the children's rights to health and education, they can not lead the young people into the universal course of civilization. As far as the eyes of the writer can see in the government's educational work there has been wonderful improvements in the condition of the Filipino children since 1911. The spirit of school democracy has been introduced to our people from abroad. Liberal and free education has been offered to every poor man's child since the establishment of the Insular government. Still the solution of the child's problem is the indescribable touch of pathos which may be considered the obstacles in the teaching profession.

It is proverbially said that the man who dwells upon the subject in the solving of the child's problem does the will of his Supreme Master and shall therefore enter the Kingdom of heaven. A teacher is responsible for every child's individual progress. He must maintain a theory upon which he bases his efforts in dealing with such a problem to such an extent that he will make of the child intelligent, independent and law abiding citizen. Now, it is quite fair, of course, to say that the wakening comes from the proper way of training a child to some useful pursuits of lucrative and productive industry, and, afterwards rouse him to the responsibility of his future. There is much truth in Horace Greely's essay that a diversity of pursuits is indispensable to general activity and enduring prosperity. But first of all, fit the child for his vocation, in other word, show him the way to the gate of success that beacons him aside. However, it is axiomatically recognized that the demerit of ill-chosen God's calling means failure in life.

A child may effusively warn you that he has no desire for a better or higher education because he has been born to illiteracy and in support of his plea he will quote to you the sad history of his parental predecessors. To obviate his low aim in life let us tell him the "History de Education" and then induce him in order that he may realize the advantages of education. What the child has in him is barbarism which can be dispelled by working out his problem as it is our duty to subjugate him and place him on the firm standing ground whereby he shall create a sentiment of helpfulness amongst his associates, thus uplift his race to higher

realms of life. Roosevelt said recently in his address in Paris that, "To conquer wilderness means to wrest victory from the same hostile forces with which mankind struggled in the immemorial infancy of our race." Inasmuch as this passage has meaning to every country's civilizing beauty and chivalry (women and men), it applies metaphorically to the subjugation of law under which a wild child should be wisely controlled as the success of his educational attainments will come from his natural faculties with which he was endowed by his Creator. As a rule, every child is susceptible of a high education, while the "science de education" teaches us that the young mind is active in acquiring all new knowledge. Besides, it is a well-known historical fact that the Anglo-Saxon race was once savage, and the work of civilizing Europe to bring the mass of barbarians under the subjugation of laws was the work for thousands of years.

In the past, the writer has touched the question of "Child Labor" in an article published in this journal. His imperious duty urges him to renew his impression afloat. In many cases a child between five and ten years of age nurses his baby sister or brother, hushabying him while carrying in his arms, stridden on his side-waist. The injury of this system is three fold. It deforms the baby's legs by becoming bent inward, injures the tender ribs of the child and it is therefore injurious to the health of both. The child receives this hard, threatening mal-treatment from his mother or relative as the case may be. Yet he is deprived of education. The child-labor is contrary to the physiology and psychology of the child, because it retards and interferes the physical and mental growth of the infant. We must bear in mind that there are other cases of different characters in which many children have been similarly dealt with, but the space would not allow any further comment.

Before closing this article permit me to use slang expression, that, it is up to you to employ your tact and patience by which you exert yourself over-much in the performance of your sacred duties. Show yourself to the world at large that you are doing something for the child's cause in the way of his education. Apply to yourself as well as to your fellow-men and women this marvelous saying, "Montrez-nous un echantillon de votre savoir faire". In discussing this view of child's problem the writer has contrived to limit himself to the subjugation and protection of the child so as to bring out the proper creation of humanity. In so doing the Philippine civilization will advance to the stage where the Filipino youth may do battle successfully.

J. Y. PINZON

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Teacher's Ideals.

From the autobiography of a great man I have read the following expression:—

'Education is not a thing apart from life not a system, nor a philosophy; it is direct teaching how to live and how to work.'

And this is the aim of our present system of education.

A teacher must bear in mind this thought of the greatest Afro-American.

A teacher himself must know how to live and how to work; how to earn money and how to save. With out which a man shall ever be a barbarian, a slave.

But one in charge of instruction must master something else besides this. He must be a model in cleanliness, in politeness and in industry. He must be pattern in the school-room. The pupils will copy from him or her not only knowledge, but also character.

These are the ideals a teacher must bear in mind. He must be in contact with the parents of the children. He must be a helpful neighbor in case of a child's illness. He must at once find out why one boy is absent. He must show willingness to help and attend a boy in sickness, a mother in want, or a neighbor in need.

The one who wishes the good of the boys must have the virtue of self-forgetfulness. The teacher must forget himself to bear the children's weaknesses. In helping and in solving difficulties to the boys, the teacher must think that once he was a boy himself. While the lady teacher must make up her mind that a girl in school is to be taught, rather than to be daily examined in her daily work.

Self-help should be taught to the boys and girls. Advance girls must be given not only the knowledge, but the key which will open that knowledge.

A boy must be pressed in mind that "life is what we make it", that "success is to those who work for it."

Often time a teacher seems to forget that he is a maker of part of the child's life. He must turn out of the school into the world little-men of virtues, of ability and not vice. So, a teacher himself must have no vices.

A teacher will do good to others and to himself in bearing in mind a gentle and exemplary life. One way to get this is to picture in mind somebody's life to imitate.

I should modestly suggest the teachers, also, to see more the bright sides of the things. Though he is not well paid, he is doing good to mankind. As Froebel said in his System of Education, "Man only understands thoroughly that which he is able to produce."

A constant touch with good men is a good habit to acquire. By these means we can imitate some of their good qualities.

There was a man who said that to read lives of men is very good, better perhaps than studying systems.

A teacher can become also what he likes. He can become wise, too, if he wishes.

Mc Kinley and Lincoln once had been teachers. Lincoln was one of the greatest men, if not the greatest of all the Americans.

And yet think how he began!

E E RODRIGUEZ

A Malate Teacher.

P. T. A.'s Department

NEW BOARD OF DIRECTORS OF THE PROVINCIAL COMMITTEE OF MANILA OF THE P. T. A.

The extraordinary meeting of Provincial Committee of Manila was held Saturday, Sept 17th 1910 at 4 P. M. at the Ermita Public School. The meeting was conducted by the active and popular General President of the Executive Board of the P. T. A., Mr. A. Quijano.

The number of teachers who attended the meeting was a great surprise to all. There were about 100 teachers all of them were very interested in the uplifting of the society.

One of the important matters treated in the meeting was the election of the officers of the Provincial Board of the Committee of Manila for the coming year 1910-1911. The elected officers are:—

D. de León	President.
C. Ligot	Vice. "
A. Laquindanum	Treasurer.
L. Rivera	Secretary.
V. Yriarte	Vice. "

TO ALL PROVINCIAL COMMITTEES OF THE P. T. A.

We respectfully request the Secretaries of the Provincial Committees of the P. T. A. to send us at their earliest convenience a complete list of the names and residences of the members affiliated in the committee in order that the ONE PESO yearly subscription to THE FILIPINO TEACHER be extended to those whose names appear in the requested list.

Like alone acts upon like. Therefore do not amend by reasoning but by example. Approach feeling by feeling; do not hope to excite, love except by love. Do what you wish others to become. Let yourself, and not your words preach.

Judge—What is your age?
(Female witness hesitates.)

Judge—Don't hesitate in answering the question. The longer you hesitate the older you'll be.

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Teachers' Department

Method of Teaching.

(This is a revised copy of the "Method of Teaching" carefully prepared by Mr. B. R. Carpius with due consent of the author M. W. J. Cushman. It is said that the present standard of school work in Mr. Cushman's district in Zambales is due to this plan with the untiring energy and fruitful services of his teachers. The activity of Mr. Cushman and his co-workers is worthy of praise.—Ed.)

1. (a) Time for school. (b) Teachers' class. (a) Attendance. (d) Punctuality. (e) Grading the school. (f) Writing.
2. Arithmetic for chart class.
 - (a) Count from 1 to 100.
 - (b) Write numbers to 100.
 - (c) Read numbers to 100.
 - (d) What numbers stand for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, etc.
 - (e) Turn to any page in his book. N.º 19.
3. Every question and answer should be in good English sentence in length according to the ability of the pupils.
4. Be ^{wh} that every pupil understand the meaning of every word, phrase, clause, or sentence used.
5. Kinds of questions to be asked in reading.
6. Have the pupils study.
7. How to teach a chart lesson.
 - (a) Spell the words on the chart.
 - (b) Name the words and objects on the chart.
 - (c) Read on the chart.
 1. Correct pronunciation.
 2. Review the back lessons.
 3. Each pupil should not read more than twice in one recitation.
 4. Inflection.
 - (d) Spell off the chart.
 1. Keep a list of all the words, and pupils spell at least three out of every four.
 - (e) Object lessons.
 - (f) Keep all these things up.
8. How to teach a reading lesson.
 - (a) Work out the thought.
 - (b) Read the lesson well.
 1. Correct pronunciation.
 2. Review the back lesson.
 3. Each pupil should not read more than twice in one recitation.
 4. Inflection.
 - (c) Spell the words in various ways.
 - (d) Ask question about the lesson with books.
 - (e) Sometimes have them write or tell the story.
 - (f) Keep all these things up.
9. The teacher should work all the time.
10. Have the pupils do the work and not the teacher.
11. How fast the class should advance.

12. Have many kinds of explanations.
13. Industrial work.
14. Teach the pupils the meaning of read, spell, turn to 1, 2, 3, 4, 5, 51, 45, etc.
15. Call on weakest pupils most.
16. Teach geography, arithmetic, language, first as a reading lesson then as a geography, arithmetic and language.
17. Before adding the columns of figures in addition first ^{es} ~~cc~~ ^{mit} all combination.
18. In the third and fourth grades, and advanced second grade, have the pupils when giving the multiplication table learn the following form:

$$\begin{array}{rcl}
 5 & \times & 6=30 \\
 6 & \times & 5=30. \\
 30-5=6. \\
 30-6=5. \\
 1/6 \text{ of } 30=5. \\
 2/6 \text{ of } 30=2. & \times & 5=10. \\
 3/6 \text{ of } 30=3. & \times & 5=15. \\
 4/6 \text{ of } 30=4. & \times & 5=20. \\
 5/6 \text{ of } 30=5. & \times & 5=25. \\
 6/6 \text{ of } 30=5. & \times & 6=30. \\
 1/5 \text{ of } 30=6. \\
 2/5 \text{ of } 30=2. & \times & 6=12. \\
 3/5 \text{ of } 30=3. & \times & 6=18. \\
 4/5 \text{ of } 30=4. & \times & 6=24. \\
 5/5 \text{ of } 30=5. & \times & 6=30.
 \end{array}$$

According to the Darwinian theory it takes several million years for a monkey to make a man of himself, but a man can make a monkey of him in a minute.

"I don't see why Mary has so many admirers," she remarked. "She neither sings, plays, paints nor speaks English."
 "I'm'm," he replied, reflectively, "may be that's why."

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19. Multiplication table.
 - (a) From 2 to 5 learn to 20.
 - (b) From 8 to 10 learn to 15.
 - (c) From 11 to 13 learn to 13.
 20. Give the tense of all verbs used, and use each in sentence except the chart class.
 21. Have the pupils draw or do some other busy work during all the study periods.
 22. Make all written work a lesson and correct it.
 23. Do not allow answers written in the books.
 24. The purpose of a recitation is for the pupil to show the teacher whether or not he understands the lesson.
 25. Answers should have the same verbs as questions.
 26. No pupil should be promoted from the first to the second grade who does not know all the multiplication table with the division table.
 27. The pupil should know all the important points before he leaves them and then constantly review them.
 28. Written problems should be explained by the meaning and not by the figures.
 29. Look carefully to the pronunciation of each letter as *e* and *a*, *g* and *j*, final *t* and final *d* and *s*, and watch carefully the pronunciation of each word as *get gave, give, this* and *theses*, etc.
- The following rules should be taught in composition.
1. Every sentence should begin with a capital letter.
 2. Every sentence should end with a period or a question mark.
 3. Every sentence should express a thought clearly and in good English.
 4. Observe spelling, writing, and spacing.
31. How to teach a lesson.
 1. Develop the subject as;
 - (a) How many 2's in 4, in 6, in 8, in 10? How many 3's in 6, in 9, in 12 in 15? How many 4's in 8, in 12, in 16, in 20?
 - (b) Divide 4 into two equal parts: 6, 8, 12. Divide 6 into three equal parts: 9, 12, 15, 18. Divide 8 into four equal parts: 12, 16, 20, 24.
 - (c) Teach first the tenses of verbs; then the number; then teach both together.
 - (d) The bamboo leaf is long and narrow. First teach long and short. Then narrow and wide. Long and narrow. Long and wide. Short and wide.
 32. The pupil should be able to understand the lesson he is reciting.
 33. The pupil should be able to talk about the lesson he is reciting in good English.

34. Teach the multiplication three ways, forward backward, and miscellaneous.
35. In spelling, except the chart class, have the pupils use in sentence all spelled.
36. Keep up all parts of the school work.

The teacher will be graded on the following subjects.

1. Government.
2. Following outline of method.
3. Progress of pupils in learning.
4. Ability to grade school.
5. Attendance of pupils both in number and regularity.
6. Exactness of making monthly report.

B. R. CAPIUS,

Counsels to School Teachers.

1—Do your work consciously and faithfully and see that you have done it right.

2—Memorize this poem and said to yourself in the morning when starting to school.

Now I rose me up to work,
May I no duty ever shirk,
If I should die before tonight,
I pray the Lord my work is right.

3—If you want to succeed prepare for success and the way you have to make the success in your school work is to prepare in all particular detail of your work before you go to school.

4—Let failure be impossible and face all difficulties whenever you meet them.

5—See that you possess the qualifications stated down below. If you do not have then you better quit from teaching:—

I—Innate qualifications: (1) Physical—Good physique, eyes, ears, throat, voice and general good health.

(2) Manual Study hand. (3) Mental—Originality, quickness, clearness, strength of perception and common sense. (4) Moral—Justice, kindness, regularity, punctuality, good judgement and taste, dignity, authority, self-assurance initiative fearlessness and persistence. (5) Spiritual—Good humor, amiability, affection, love, patience, enthusiasm and optimism.

II—Acquired qualifications:—(1) A rich personality; (2) A pedagogic sense; (3) An insight into the mysteries of child nature.

MINERVA.

The teacher—Now, who can tell me which travels the faster, heat or cold.

Johnnie Bright [promptly]—heat, of course. Anybody can catch cold.

No matter how skillfully a man plays the game of life, there is but one test of his ability—did he win?

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SCHOOL NEWS

—The University of San Jose will be kept open as per circular of the Pope of Rome. Student strike is over.

—The teachers of Kabancalan school, Negros Occidental, are doing excellent work. Much activity is shown. They are all members of the flourishing Educational Society organized by them.

—The new school building of Magrohon was inaugurated. It cost the government P. 6 900.

—The Leyte Normal Institute will be held at Carigara, Leyte, November 12th to December 24th, this year.

—At the request of the City Supt. Mr. G. E. O'Reilly P. 400 was appropriated by the Municipal Board for the organization of two tennis courts near the High School building. The first court is already made and opened for the use of the members of the High School Tennis Club. There was given tea-party and ball at the inauguration day.

—The Municipal Council of Manila has appropriated the necessary funds for the remuneration of the principal of the night school teachers in a night school of the City.

—The City teachers have organized an Orpheum directed by Supervisor of music Miss Katherine Black. Public shows will be given, and the proceeds that may be resulted thereby will be dedicated to any of the charitable institutions of Manila. A piano is rented for the purpose. These teachers should be heartily praised.

—The students of the College of Philosophy, Science and Letters will soon publish a monthly periodical.

Dr. Hidhiara sent here by the Japanese Government to study the plan of teaching and the courses of study adopted here found the school work excellent. Japan will imitate our plan of teaching. He visited most of the public schools of Manila.

Teachers coming: Frederick T. Schow, Robert L. Baron, Walter A. Williams.—A domestic science teacher and James J. Coleman Div. Supt. of Schools.

Judge Abreu who recently arrived from his tour around the world gave a very instructive address before the students of Liceo. He talked of the social, political and religious situation of Spain. He described so vividly the organization of the principal branches of govt. of that country. He was enthusiastically applauded.

The Municipal council of Kawit, Kabite, approved the plan for the erection of New School building according to Gabaldon Law.

The erection of the Philippine Normal School building on Taft-Ave is begun.

Mr. Sifronio G. Calderon will teach the Tagalog dialect in Y. M. C. A. beginning this month.

The "Lambert and Co" of Iloilo agreed to erect the proposed trade school of Kapis for P. 9,333 within 90 days.

—At the suggestion of Assemblyman Teodoro Kalaw the Bureau of Education has ordered the reopening of the Intermediate School of San José, Batangas, which was closed sometime ago for lack of funds. Teachers' salaries will be drawn from the Insular Treasury.

—Director of Education Mr. Frank White approved the plans for the following school buildings together with the necessary appropriations to be spent for their construction.

Misamis, Misamis	P. 6,000
Butuan, Agusan	" 8,000
Sorsogon, Sorsogon	" 3,300
Jaka, N. E.	" 3,000
Malinan, Albay	" 14,000
Alcala, Pangasinan	" 6,000

—Acting Director of Education Mr. Crone signed the contract in favor of Lambert and Co. to erect the new Trade School of Bacolod, N. O. The appropriation of P. 12,900 has been set aside for the purpose. The Co. will finish the work in 120 days. He also signed the contracts for the erection of other schools as follows:

Central School, Kalbayog, Zamar	P. 18.800
Barrio " Batele Batangas	" 2.700
" " Sirang lupa,	" "
" " San Pedro,	" "
" " San Isidro,	" "
" " San Antonio, Albay	P. 6.000

—Last Oct 16th. Com. Worcester delivered an address in Y. M. C. A. He talked about the government policy toward the savage tribes of the Philippines.

Proud Father—Charles, why don't you study at school? What will become of you when you grow up?

Boy—Oh, I'll be a grandfather. I'll just sit about and do nothing, and tell stories of what I used to do when I was a boy.

When a man gets up in the morning, he grumbles if his breakfast is not ready; but if he goes fishing, he can wait all day for a bite.

ANTONIO M. MAÑALAK MÉDICO

Manila, P. I.

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NORMAL SCHOOL NOTES

Among the visitors to the Normal School last week were Mrs. Jamison, formerly a teacher in La Union and later in Zambales, and three American nuns. They visited the primary and Intermediate department, the science laboratory, and the domestic science and embroidery rooms. They were very much pleased with the of the Normal School

Beginning with the second semester the Normal School Chorus will practice every Tuesday afternoon, and the Normal School Orchestra, every Thursday afternoon. Mrs. Dunster is in charge of the work.

On Sept. 30th, an special performance at the Majestic Theater was given to the Normal School students. Five special cars were hired. The students were very much pleased, because the program was a decent one, and besides that, it was instructive and impressive.

The First Year Class Organization has been able to render a number of good Literary Programs in addition to taking care of their share of Athletic in the Normal School. "By industry we thrive", has been selected as the class motto and the work of the class indicates a close application of this favorite maxim.

The class has entered the base ball practice with a fine, new outfit and interesting results are anticipated.

The young ladies appear regularly in the debate and they are worthy opponents of the "Lords of Creation".

An erending invitation is given to all who are interested in Society to be present in our meetings each Thursday afternoon at 4:30.

The last thing that was heard of the Second Year Class of the Philippine Normal School was about organizing an association. The association has been organized known as "The Sophomore Association." You will now hear what it is doing.

A special meeting was held on September 27 and the following was the result: The association will

ganize a base ball team, basket ball team and the tract team. The girls are going to play tennis and take in basket ball.

Appropriations for the athletic outfits have been provided for. It is hoped with the five materials at hand the association will carry honors in the coming inter-class contests.

The athletes are now training their muscles in practice and some good records are being made. Mr. Nicamor Seva has put the shot 31 ft. 4 in. already, which is by no means a bad record for a beginner. With constant practice he can easily beat the best record the Normal School ever had. Mr. Perfecto Abordo comes the next best of all those who are practicing every afternoon. For one of his size a 30 ft. throw is a good show to start with. In high jump, Mr. Candido Agdamag has gone over 4 ft. 4 in, and Mr. Valentin Acabron went over 2 inches higher. Good marks for a beginning. Mr. Pedro Adique has made a 50-meter dash in 7 seconds. With a little more training in his start he will be able to make the dash in less than 6 seconds. Mr. Cecilio Putong and Mr. Juan Gonzaga and several others are practicing for the long runs. It looks as if these fellows mean business. Let us watch.

The association believes that the culture of human voice which no instrument made by the ingenuity of man can ever equal, should be looked after. So a list of singers is being prepared. There are surely some nightingales in the class,

Uncle inquired of little Bobby if he had been a good little boy:

Bobby—No, I haven't.

Uncle—Why I hope you haven't been very bad.

Bobby—Oh, no: just comfortable.

Of all virtues, magnanimity is the rarest; there are a hundred persons of merit for one who willingly acknowledges it in another.

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SOCIETIES

Young Folks Literary Society.

—The rapid growth of this society composed of both sexes from different government schools of Manila is to be greatly admired. At present it counts with 86 active members. A regular program is given every Friday afternoon.

On Friday the 7th the following program was rendered:

- I. Essay by Mr. Ed. Garcia.
- II. Recitation by Miss Esperanza Aliwalas.
- III. Declamation by Mr. Estanislao Ona.
- IV. Series of Recitals by Mr. Maximo Kalaw
- V. Extemporaneous speeches by the members.
- VI. Report of the Y. F. L. S. spectator Mr. Antonio Cosin.

—The following members are appointed to represent the Y. F. L. S. in their respective schools. They are as follows:—

- Mr. Rafael Santos—Phil. Medical School.
- „ Maximo Kalaw—Phil. College of Philosophy.
- „ Celedonio Agrava—Manila High School.
- „ Ponciano Aragon—Phil. Normal School.
- „ LeY wGuensuceso—Paco Intermediate School.

—The active members of this society will soon give its open meeting before the public. A carefully chosen program is being prepared for the occasion.

—The accepted challenge by the Normal Literary Society published last issue was withdrawn by its Director Mr. Moore. The members of debating teams of both societies who have been preparing for the occasion regret this withdrawal.

—The official staff of the society at present according to the last election held is as follows:

- | | | |
|-------------------|------|------------------|
| Pres. | Mr. | Eusebio Lopez. |
| Vice-Pres. | „ | Maximo Kalaw. |
| Sec. | „ | Crisanto Aragon. |
| Sub. Sec. | „ | Ramon Maño. |
| Treasurer. | Miss | María Matias. |
| Sub Treas. | „ | Raymunda Legaspi |
| Editor. | Mr. | Antonio Cosin. |
| Sargeant-at-arms. | „ | Tomas Tirona. |

Chairman of the Program Committee.

Miss Soledad Villapando, Members—Misses Esperanza, Aliwalas and Amparo Marcial.

Resolved, that political parties are necessary for a good government. This is the theme discussed by Messrs Juan Zalazar and Juan Sarenas on the affirmative against Messrs Gaudencio García and Vicente del Rosario, negative, all members of Cryptia Debating Club of the Manila High School. Both sides have done splendidly well and were greatly applauded, but the affirmative won the debate.

The society Patnubay in Manila will discuss the following: Is Chinese migration beneficial for the agricultural development of the Philippines?—

The Society "La Aurora" in Colegio Mercantil was inaugurated Oct 6th—A selected program included a debate took place.

A splendid program of Rizal Society, San Juan N. E., was held on Sept. 16 in the Presidential hall beautifully decorated by the members.

The program was as follows:

- I. Song by the school.
- II. "Advantages of Good Roads" by Miss Juana Tolentino.
- III. Recitation by Mr. V. Acosta.
- IV. "Education" by Mr. Fidel Buenaventura.
- V. Chorous. by the members.
- VI. Recitation by Mr. Adriano Castro.
- VII. "Unity" by Miss Ceferina Vigilia.
- VIII. Recitation by Mr. Marcos Vigilia.
- IX. "Obidience" by Miss Maria Halile.
- X. Chorous
- XI. Recitation by Mr. Agustin Absalon.
- XII. "José Rizal" by Miss Bibiana Catalana.
- XIII. Recitation by Mr. Venancio Valdez.
- XIV. Dialogue by Miss Aurelia Vigilia and Soledad Pilapil and Mr. Juan Constantino.
- XV. Chorous.
- XVI. Debate:—Resolved, that the Filipinos should not buy good from the Chinese.

Affirmative.

Mr. P. Genaro.

„ A. Pambid.

Negative.

Mr. J. Blaz.

„ F. Narciso.

XVII. Spelling Contest. { Barrio pupils—against.
Central pupils.

XVIII. Arithmetic Contest. { Mr. F. Buenaventura.
against
„ F. Narciso.

XIX. Song by the School.

The result of the debate and contests are as follows: Speakers on both sides presented strong reasons, but the affirmative won. On spelling contest the central pupil won, and on arithmetic contest Mr. F. Narciso won.

IRINEO HERRERA.

Alberto F. Barretto

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The Month in Review

The Philippine University is planning to establish at Los Baños a school of Selviculture. This is the first school of its kind to be organized in the Phil. As the name suggests the aim will be to take care and protect the forests of the Islands, one of the leading natural resources of this country—For the first school year 20P scholarships will be offered for those who can fill the required qualifications—Wages will be from P100 per month up. Students who are interested in this kind of work better get ready and prepare.

NAUTICAL SCHOOL

At last we heard that a nautical school will soon be established. It was all due to the fruitful labor of Hon. Pedro Guevara and Hon. Gregorio Nieva—An appropriation of P30,000 will be set aside for the first year's expenses. 24 pensioned students will be chosen and maintained by the Govt, each receiving P20 monthly. A solid building will be erected and a well equipped observatory. Govt. light houses are to be opened freely for the students. But this grand work, it is said, will not be realized until after this year. Why not do it now? Is it of less importance than others?

A NEW DRUG STORE.

Miss Filomena Francisco, one of the first lady pharmacists of the Islands, has inaugurated her drug store "Del Carmen" on Marquez St., San Sebastian. We sincerely believe she will win the appreciation and patronage of the public, and hope her success in the exercise of her well chosen profession.—How do you like dear readers, to have your prescriptions prepared by Miss Menang's delicate fingers?

THE POSTAL SAVINGS.

According the late information of Mr. White, the pupils of the public schools throughout the Islands are recognizing the importance of Postal Savings. A great number of pupils is enlisted in the Postal Savings Bank thus learning to be self-reliant. Meanwhile, teachers must impress upon the pupils the importance of economy.

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MR. CARPENA IN CALAMBA.

Mr. Apolonio Carpena, a new lawyer who passed the examination for the admission to the Bar, was tendered a popular reception and banquet in his native town Calamba. Almost all the people showed great interest to welcome their selfmade young lawyer.

At the banquet the following persons Messrs. Rosendo Llamas, Lorenzo Tatlonghari, Aurelio Bien, Tomas Castillo, Lorenzo Elefano, Misses Zalomé Tanaon, Barcelisa Lim and Miss Laurel delivered their toasts which were enthusiastically applauded by the public. The guest of honor Mr. Carpena made a short reply giving at the same time his thanks to those who honored him. Immediately after a ball was organized where we had the honor to see Misses Aurelia Quintero, Pilar Elefano, Delfina Carrcon, Mercedes Cabrera, Paula Aguilar, Salomé Faraon, Antonia Agasani, Josefina Banatin, Felisa Llamas and others whose charming beauties and attractive manners made the ball a success.

Supt. Briggs of the Phil. Normal School now in the States has been assigned to substitute the Supt. of the pensionados who will be here to take a short post

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6

Hablemos de cada cosa por vez

Al comprar una máquina de escribir, hágase Vd. siempre esta regla excelente: **YO EXAMINARÉ LAS BARRAS DE TIPOS.**

La barra de tipo —es decir, la barra que lleva el tipo— es la pieza que hace el trabajo arduo de una máquina de escribir.

Ninguna máquina de escribir puede ser más fuerte que sus barras de tipos, ni mejor que sus barras de tipos, porque la medida de la fuerza de cualquier máquina de escribir es la fuerza de sus barras de tipos.

Teniendo presente este hecho, rogamos á Vd. examine cuidadosamente las barras de tipos de la máquina de escribir Remington.

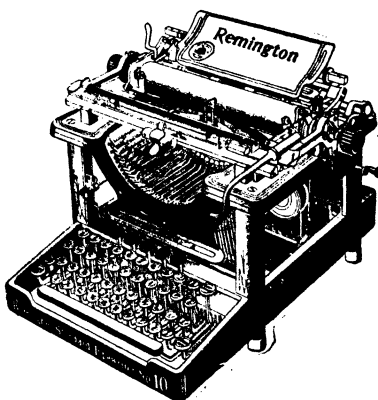
La sólida barra de tipo forjada de la Remington es y siempre ha sido uno de los fundamentos de su supremacía. Compare esta barra Remington, hecha de una forja carente de acero, *exigiendo treinta y tres operaciones distintas en su manufactura*—compare esta barra fuerte y rígida con la delgada barra ordinaria hecha de acero laminado, y comprenderá Vd. entonces una razón porque

El nombre mismo de

“Remington”

significa fuerza y confianza en una máquina de escribir.

Los nuevos modelos 10 y 11 de la máquina de escribir Remington tienen la famosa barra de tipo forjada de la Remington. Además, estos modelos representan la unión de los principios históricos y la excelencia tradicional de la Remington con todas las ideas más recientes y más progresivas en la construcción de máquinas de escribir. Como combinación de lo mejor de lo viejo con lo mejor de lo nuevo, los nuevos modelos de la Remington son el triunfo más alto de la máquina de escribir.



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Ang sahod nang mga guro

¿KABUKTUTAN O ANO?

Parang angil ng matahim na lintik, parang dagundong ng naglalakas ang kulog, parang buhawing dumagsá, at parang pinagpipingking patalín sa gitná ng pakikibaka ang sa ami'y umúukilkil tuwina... ang walang humpáy na pagtanggáp at pagdadala sa amin ng lalatas ng maraming guró sa Lalawigan hinggil sa sahod nilá, sa sahod nilang maliliit, sa sahod nilang nababalam, pagkabalam na inabót anila ng kung minsá'y *dalawang buwan, tatlo at apat* bago mapasa kamáy ang sahog na... ng mga kaabaabáng gurong sa araw araw ay nagpapatulo ng pawis, sa araw araw ay nag-uunat ng bisig at ginagaspás ang isip upang maidulot sa mga kapatid na siyang pagasa sa araw ng bukas.

Nguni't tayo ngá'y magtanong:

¿Bakit nababalam kung minsán ang sahod ng mga guró sa Lalawigan?

Bago dugtungán pa natin:

¿Kinakapós бага ang Kaban-bayan upang huwág mapasahod ang mga guró sa takdang araw?

Ang una'y pahirapang masagót ng mga di nakatatalos,—lalo na kamil—at ito'y ang mga kawani lamang sa isang *Munisipio* ang karaniwang makaaalám.

Ang hulíng tanóng ay masasagot natin ng: Oo ó hindi. Bago tayo magkurókuro.

Unahin natin ang una, bago ang hulí.

Naitó:

Ang mga guró, ay may ta' dang araw ng

pagsahod. Bago pa lamang kinukuha ang isá upang magturó sa sahod na *WALO* (III) ó kaya'y *SAMPUNG PISO* (II) isáng buwán, ay talós nang matapos ang buwan, ay sapilitán (?) sasahod. Pagka't sa alín mang gawain, sa alín mang tungkuling,—(bakit бага di namin sabihin ang katotohanan)—pagkatapos na mai-sagawá ang lahát, ay kinakailangan ang *katumbás* ng pinagpaguran, natapo. Iyan ó hindi, ayon sa pinag-usapan; nguni't hindi ganitó kung minsan ang pangyayari sa ibang guró sa Lalawigan.

Ngayón, saan tayo nakakita ng mga gurong kung sumahod ay sa loob ng ilang buwán?

Ipalagay nating may anak ó asawa man ang isang guró, na ang inaasahan lamang ay ang *SAMPUNG PISONG* sahod sa loob ng isáng buwán, at kung matapos ang buwan, ay ipaliliban, saang matwid at kautusan natin nakita ang ganitó? Kaya't maitatanong mo tulóv na:

¿KABUKTUTAN O ANO?...

Saká, anó namán ang *Konseho Munisipal* sa isáng bayan? Tatanggáp ng gurong ang kaban-bayan ay kinakapós? Hindi namán natin masasabing *MAY NUNO SA PUNSÓ*... At lalong hindi ang sabihing *MAY DUWENDE SA BUBUNGAN*... Maná pa'y itanóng nating paulit ulit:

¿KABUKTUTAN O ANO?...

Ipinaaabot namin ang ganitong pangyayari sa nararapat mamagitan at umáasa kami ng sa hinaharap ay hindi na muling madadamá.

Tinatawagan namin ang *Superintendente* sa mga Lalawigan at gayon din ang mga Punong-Lalawigan.

MAGULANG AT GURO

Sigalót na Lumúlubha

Kinusa namin an dí pag imik sa mga kasigalutang nangyari at mangyayari sa ating mga paaralan; ngunit sa mga sandaling ito ay napukaw ang aming dam. damin upang lapatan agad ng mabisang kagamutan. Hindi man kami manggagamot, sa papaano na'y makasawata rin kung sakali, sapagkat ang aming gagawin ay mamagitan at tutulong sa mabuting pagkakasundò ng lagi na'y dapat mangagkasundo: ang magulang at gurò.

Kamakailan lamang ay nabalita ang pananakit ng isang gurò sa *Ateneo de Manila* at di nalauna'y sumunod naman ang sa Pandakan, Malate, San Sebastian at Pako, at ngayon nama'y sa Pagsanghan, La Laguna. At dahil sa pamamalong ito, ang mga magulang ng batà ay nangaghabol; may nagsakdal sa hukuman; may nagsumbong sa mga Supervisorà ó Su perintendente kaya; at, may gumanti ng *ngipin* sa *ngipin*; alalaong ba'y ng *tampal sa tampal*, ng *sipa sa sipa atbp.* ¿Bakit nagkakaganito?

Ano ang magulang, at ano namán ang gurò? ¿Di ba kapwa tagaakay ó taga turò sa mga batà? Kung gayo'y ano't mag-aasuwang? ¿Ano't magbabangayan? ¡¡Oh!!!...nag!...ano kami!...¿Iyan baga ang mga halimbawang ipamumulat at ipakikita sa ating mga kabataan? ¿Di ba niyo talos na ang mga matá ng mga batà ay nangakapako sa inyo, mga gurò't magulang upang parisan ang inyong mga kilos at paguugali? Kung gayon ano't parang mga *asót pusa* (tabi sa kalululwa) at di magparaanan? ¡Oh, magkaisip sana!

Sa mga tudling na ito ay ipakikilala namin na kami ay di kaayon ng malulupit na kapatid at lalong di kami kaayon ng mga magulang na hambòg...; palalò!

Magpapaliwanag kami ng ilan.

Sa mga guro.—Ang yantok, sampú ng kamay ay di siyang *disiplina*. Maraming paraan ng pagpaparusa na di kailangang pagbugahan pa ng mga sigalot na paris ng nangyayari. Ang pananakit ay lumilikha ng kalupitan at ang kalupitan ay alangan, alangang-alangan sa isang gurò. Ang pananakit ay di turo, ni di hatol at aral, kundi kalabisan sa hawak na tungkol. ¿Ano ang hinahampas? ¿Tao ó hayop? Hayop man, ay di rin dapat, sapagkat ang hayop ay paris din ng tao, at ang tao ay hayop din. Kapwa may pangdamdam, at ang tanging pagkakaiba ay sapagkat ang tao ay "racional" at ang hayop ay "irracional". Samakatwid ang pamalo ay kalupitan, at sapagkat kalupitan ay di dapat gamitin, lalò na ng isang gurò sa pagpaparusa sa mga batà.

Malupit ang aming sabi sa mga nagbibigay nang ganitong parusa.

Mga kapatid; mapait ang aming sinabi; walang kailangan! sapagkat kapaitang magsisilbing lason kundi

namin ihayag ang katwiran at katotohanan. At sa pagpapakilalang walang kiling na paris nito ay walà kaming hangad kundi sugpuin ang kalabisang ito na di dapat sa mga gurò gaya natin na naatanganan ng *Dakilang Tungkol*.

At wala kaming maipaaalaala sa mga kapatid kung di ito: ang mga gurò ay dapat maging matalik [na kabiligan ng mga magulang, upang katuangin sa nakapataw sa ating mga balikat; at di upang gawing kaalit ó kaaway.

Gayon din, upang mailagan ang mga sigalót ay magbibigay kami ng iláng kaparaanan sa pagpaparusa, na ayon sa am. paghahaka ay tumpák at ayòs.

Naito: (1) *Reproval*; (2) *Isolation*; (3) *Withdrawal of Privileges*; (4) *With holding of Confidence*; (5) *Consult to Parents*; (6) *Suspension*; (7) *Expulsion*. Ipaliwanag naming mabuti ang mga ito, sa susunod naming bilang.

Ang *Corporal Pinishments*, paris ng pananampal, paninipà, pamimingot, paghampas, ó pagkurot atpb. ay di dapat gamitin kahit sa anong paraan, ang kahi't may pahintulot ang magulang, sapagkat ang magulang ay nasa ilalim ng kautusang pinaiiral.

Hanggang dito muna kami sa mga gurò.

Sa mga magulang:—Talusin ninyong sariwà pa sa aming gunità ang malupit na pamamaslang nang isang magulang sa isáng babaeng gurò, sa Tundó Primary School. At ngayon nama'y ng isa ring magulang sa isáng gurò, sa Pagsanghan, Lalaguna, ang nagbuhat ng kamay—kalupitang sakdal sa langit! ¡Oh, mga magulang na paris nitò!... talusin ninyong kayo man marahil ang gagawàn ng di mabuti ó ibig lapastang, ó gayà ng nangyari sa Tundó, ng magbukas ng *kortapluma* ang batà at inaakma sa gurò, ay pagdidimlan din kayo ng pag-iisip at marahil di ito lamang ang iyong gagawin sa pagtatangol ng iyong sarili. At kundi puputuling ang ganitong kalapastangan ng mga bata ay sa jabal, ng mga gurò; lálalà ang kapilyuhan ng mga bata at magkakagayagaya tuloy.

At ngayon, saan nagmula ang kalakasan loob na na pinamamalas ng mga bata?—Sa mga magulang. Kung bakit? Tingnan natin:

Dahil sa maling pagpapamulat ng mga magulang sa kanilang mga anak na huwag masasalang ó matatapik ay tututol at sasagot ng pahaláng kapagkaraka ay siyang sanhing pinagmumulan ng pagmamalabis at pagkaabusado ng mga bata. Ang anila'y bawal ang pamamalo ay sukat na upang sagutsagutin ang isang guro, hanggan sa di makuhang makapagtiis ang abang tagapagturo ay makapagbuhat na nga tuloy ng kamay. Ang bata, ay magsusumbong sa magulang at ang magulang nama'y susugod ng animo'y *halimaw* at huwag na di magkamali, ng pag-sagot ang guro ay bibirahan na ng tampal ó suntok. At dahil dito'y lálaki naman an loob ng bata at siya'y inayunan ng kaniyang magulang at sa paraang ito'y

magkakagayagaya naman ang lahat. (Di ba ito'y sa magulang nagmula ang ikapapahamak tuloy ng bata sa masamang hilig ng kaugalian?)

Bago namin tapusin ang lathalang ito ay magbibigay kami ng isang mungkahi sa mga magulang.

Sakaling nagbuhat ng kamay ang guró, kailangang usaing magaling ang mula't dulo; kung kalupitan ng isang guró ay ipagsakdal kapagkaraka. Ilang huwag ipakilala ang kanilang lihim sa paghabol, alalaong bagay huwag magpahatag sila'y umaayon sa sum-bong ng mga bata. Pangaralan tuwi na ang mga bata upang makatulong sa mga guró. At sa katapusa'y ipakilala ang mga guró ay kanilang mga magulang sa Paaralan na dapat pagpitaganan, lagan at sunding paris din ng kanilang pagsunod sa lathalang mga auna at ina.

At kung maganap na ito ay umaasa kamirig wala na niyang mga sigalot na madalas mangyari.

Mayroong "Urbanidad" sa Paaralang Inglés

PATOTOO AT PALIWANAG

(Katapusan)

MGA AKLAT NA PINAG AARALAN

Tayo ay nasa ikalawang hakbang na. Itinanong sa akin ng aking katalo: nasaan anyo ang librong kinalalagyan ng Urbanidad? Ibig niyang sabihin ay katulad noong araw magpahangga ngayon, na may librong "minemoria" ng mga bata. Kung ang hahanapin niya ay ganito nga ay talagang wala, sapagka't ngayon ay di paris noong una. Ngayon ang pagtuturo ng Urbanidad ay na sa PRACTICA at wala sa TEORIA. Ngunit ang hahanapin niya ay di paris noong "minemoria" ay may maituturo ak. Aklat. Lathat halos ng mga READING BOOKS na pinagaaralan sa mga paaralan ngayon ay puno ng magandang turo ng Urbanidad. Buklatin, basahin at liripin ang mga mumunting kasaysayan na kung tawagin ay STORIES at FABLES at doon makikita ang magagandang halimbawa na nagtuturo ng madlang kagalingan. Doon ay nagtuturo sa mga bata ng kung papaano ang pagbigay lugod, kung papaano ang paggalang at paggawa na lubhang kapuripuring gawain. Doon din ay ipinakilalang masama ang pang aapi sa mahihirap at mahihina; ang kapalaluang dapat kasuklaman ng siao mang may bait na tao. At tangi sa lahat ng ito ay matagpuan pa rin sa mga suloksulok ang mabubuting SALAWIKAIN (proverbs), na pawang kapupulutan nang mahahalagang aral, dakilang mga hatol at kapuripuring mga turo.

Kailangan pa kayang isaisahin ko ritong banggitin ang ngalan ng mga aklat? Hindi na marahil, sukot ang sabihin kong lahat halos sa mga aklat na pinagaaralan ngayon sa mga paaralang bayan ay makikilala na at matatagpuan naman sa sino mang nag-aaral ng Ingles.

At ngayon, saan makilala ang di umano'y di itinuturo ang Urbanidad at wala sa "plan de enseñanza ang pagtuturo nito." Zhindi? Wala? Oo mayroon, ang sagot ko naman. Oo mayroon, sapagka't napatunayan ko ng nasa Disiplina at mga aklat, at ang pagtuturo naman nito ay saklaw ng "plan de enseñanza."

At ngayon, ikayong mga nagsisipag-aral ikayong na-katatulos ng katotohanan! magsabi kayo ng tapat, kung may pagkakabula ang lahat ng ito; ikayo, kayong pinaanganlang mga "inurbano" at bastos! magsabi kayo ng mukha, lingap ang mga mata kung ang inyong kabastusan, kung kayo nga ay talagang bastos, ay buhat sa pinag-aralan inyo sa mga paaralan; kayo ang magpatotoo, kung di ang bawat pangusap ng inyong guró ay lumilikha ng liblibong guginig, tungo sa kagalingan; magtatap kayo, kung di ang bawat pilantik, kung sakali man ay nagpapahiwatig ng matiniyas na pagmamahal; patotohanan ninyo kung di kung kayo ay nagkakasala ay nilalapatan kayong tumatangis ang puso at lumuluha ang dilidili, at kayo'y piuangaaralan ng taimtip sa loob; bala sumagot kayo kung di sa bawat araw na di ninyo ipasok kaagad ay pinaroonan kayo at kung sakaling walang ano mang dahilan ay malugod na hihingi ang tulong ng inyong mga magulang sa mahinay at mahusay na pagpapaliwanag. Kumibo kayo at kung sakaling bulaan ako na aking patotoo sabihin ninyo mahari lamang ang tunay na katotohanan. Datapwa't saksi ko ang mga NANGYAYARI.

MIGUEL ANTONIO.



Julian Cruz Balmaseda

Ipinanganak sa Udyong, Bataan, at supling sa isang pamilyang tanghal sa bayan.

Batangbata pa.

Naging gurong may mahigit na isang taon sa bayan ng Bakood at Tangway, Kabite.

Naging kawani sa *Munispio* ng Bakood at Imus, Kabite, bago sa *Tesoreria Insular*; at ngayoy sa Kawagaran ng *Koro*.

Sa pagkamanunala at pagka-mandudula, (poeta y dramaturgo) ay di makakaila ang ngalang nasa sa itaas.

Ia sa mga makatang anak ng bayan

Ilan sa mga tula niyaug nagtamó ng papuri sa mading mambabasa sa iba't ibang pahayagan ay ang mga sumusunod:

Ang "Reconcentración", "Ika 12 ng Septiembre ng 1896", "Republika Filipina", "Kabité", "Lakas at Tiya", "Ang ika 17 ng Pebrero ng 1872", "Ang Huliní Araw ng Sapote", "Ang dunong ng Tabak", "Kung Magdasal ang Dalaga" atbp.

At ilan din naman sa mga dula niyang nakatha at naitanghal na nagtamó ng di gagaanong papuri sa bayan ay ang mga sumusunod:

"Magdaraya", "Sapote", "Ang Politika", "Dalawang Libingan" at "Lunas at Lakas".

Sa mga nabanggit na tula at dula, ay di na dapat pang banggitin sa mga talatang ito ang kanilang nilalaman, bagay na alam at di kaila sa kanino man, na ang mga makata dito sa bayang ito ay walang naihahandog sa paanan ng bayan na di sa ikalulusog niya.

Si G. Balmaseda ay naging Pangulo sa kapisanang "Mithi ng Bataan".

Gayon din:

Naging katulong (colaborador) sa mga pahayagang "Balagtas", sa pinatay na pahayagang "Muling Pagsilag", "Kapulungang Bayan", "La Independencia" atbp., at ngayoy isa sa pinaka-masikhay na katulong namin dito sa "The Filipino Teacher".

Maalala pala namin:

Siya'y naging Punong Manunulat sa pahayagang buwanang "Sulong", pahayagang tinangkilik ng pawang mga tiga Bata o tumagal ng may pitong buwan.

Ang Dunong

(Karugtóng)

Mga kabataan: Sikapin natin, ang tayo'y matuto ng sarisaring karunungan upang sa araw ng bukas ay matubos natin ang bayang nagagapos ng tanikalâ...

Ang pag-aaral ay ating patamanan, at diyan natin matutuklasan ang kayamanan at kaginhawahan ng ating sariling katawan: nariyan ang ikatutubos sa pagkaalipin ng ating Inang Bayan, sampu naman ng ating mga kapatid, kaya nga ating pagsumikapang maganap sa madaling panahon...

Muli kung isinasamo sa mga magulang: iyang mga magulang na maraming anak o ilan man, na sikaping papag-aralin ang kanilang anak; papasukin sa paaralan upang matuto'y at sa panahong ito'y hindi tayo mag-aalala ng kinakailangang kasangkapan sa pag-aaral.

Marami pa nga sa mga magulang ang hindi nawa-wala ang dating ugali na ayaw matuto ang anak, aywan kung bakit.

Dito sa Lalawigan ng Bataan, ay marami ang ganitô. Ang anak paglaki ng kaunti (10 o 11 taón) ay ayaw ng papasukin at itatboy na kung saan, upang maghanap buhay, ito nga'y mabuti rin, pagka't nakakikita na, subalit masama rin sa isang dako, pagka't walang kinamumungang. At itong mga batang nagahanap buhay, pagdating ng hapon, lalo na ngayong mga araw na walang gawa, ay sa mga laruan na ang tungo, at sarisaring bisyo ang pinag-aaralan: naroon ang iba'y sa bilyar, sabong, at iba't iba pa, na hindi man lamang mapakinabangan ng magulang, pagka't hindi man masapat ang nakikita sa buong isang linggo sa mga bisyong natutuhan.

Ang pinakamalakas na kita ng mga batang ito, ay humigit kung minsan sa kahati at walo (0,30), ngunit sa sigarilyo lamang kung minsan ay kulang pa. At ang iba naman, na kahit wala pang pinagkakakitaan, ay pinababayaan noong mga magulang, na magkaroon ng bisyo. Ito nga'y sa magulang na lahat nanggaling at wala tgang ibang maykasalanan nito kung hindi sila; sila at sila nga... Ang kasabihan nga na:

"Ang batang sumama, sa magulang nagmula".

[[Kaiingat kayo mga magulang!!

Itatboy ang bata sa paaralan at ng mangatuto.....

JUAN S. DÚ.

Pilar, Bataan, K. P.

MGA NOBELANG AMING NATANGGAP

"Duwag!..."

Tumanggap kami ng isang salin ng bagong nobelarg itong akda ng mahal na kaibigang Gerardo Chanco.

Bagama't di pa namin nababasa, ay inaasahang makabuluhang lubha ang nilalaman ng nobela, pagka't ang may akda ay kilala namin, at di lingid ang kaniyang pag uugali, pag-uugaling pawang *pitds* sa bagong panahon.

Mura lamang ang nobelang ito, at kaya ng lahat: 30 sentimos lamang.

Taglay ng nobela ang isang marikit na larawan ng umakda.

Upang matahò ang laman ng marikit na nobelang ito, ay kinakailangan bumili ng isa, at huwag manghinayang sa 30 sentimos.

Napapasalamat kami sa mahal na kaibigan.

**

"Huling Habin"

Maraming salamat sa mahal na kaibigang Max. Reyes na siyang may akda ng marikit na nobelang may ganitong *magagat*, sa pagkakapadala sa amin ng isang salin.

Di pa namin nababasa. Datapwa't dapat nang mataho ang ayos ng *bagong pananagalog*, ang marikit na taghoy ng puso sa kapwa puso, at ang tunog ng kudyapi sa larangan ni Pagliyang.

Si G. Reyes ay halos kilala ng lahat, at di na dapat pang iulat dito kung sino siya.

Mayroong 130 mukha ang nobela at 30 sentimos lamang ang halaga, ka a't murangmura at bawa't isa'y dapat na mamili.

"Filipinas"

Lumalabas na ang pahayagang ito ng mga babae tuwing Lunes, Miercoles at Biernes ng hapon.

Mga makabuluhang babasahin ang nilalaman ng pahayagang ito sa kastila at tagalog kaya t di dapat na magpabaya ang sino man na makabasa.

Pinamahalaan ng kilala at masipag na manunulat na si G. Costancia Poblete. Ang Punong Manunulat ay si Bb. Rosalia de Leon, iyang babaeng di maalam uminda ng pagod sa ano mang gawain at laging nakikitalamitam sa larangan ng panunulat: isa siyang makatang anak ng bayan, at isang karangalan ng lahi, pagka't doon sa kabilang ibayo ng dagat Pasipiko, ay masasabing "Sa Pilipinas pala ay may babae nang manunulat"

The Filipino Teacher

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Director: D. FILOMENO MARAVILLAS

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PÁGINAS EDITORIALES

A la Asamblea Filipina

Nosotros, los que nos dedicamos con afán siempre creciente á las tareas pedagógicas, los que hemos sido nombrados por el Gobierno para inculcar en el cerebro de nuestra juventud estudiosos útiles conocimientos para sí misma y para el pueblo que la viera nacer, gozamos hoy de un placer inefable al considerar por un momento que venis aquí con el propósito firme de ser los más ardientes defensores de los intereses de la Patria. Nuestra palabra elocuente vibrará en los augustos recintos de la Asamblea Filipina abogando por todo cuanto signifique engrandecimiento de la Patria desventurada. El caciquismo y las demasías de los de arriba, caerán aplastados por el mismo peso de vuestras nobilísimas campañas. Os conocemos demasiado. Por todo lo cual, aún tenemos fé en la rectitud de vuestras miras y en la santidad de los fines que os proponéis conseguir.

Señores Diputados:

Rogamos á vosotros humildemente que en vuestras luchas por el bien de la Patria, no os olvideis de nosotros los humildes maestros. Trabajamos mucho por nuestra juventud y sin embargo no cobramos más que una mi-

* *

Maestras! La elegancia atrae el respeto y aprecio de vuestras alumnas. Usad los Percales de EL CENTRO DE MODAS y seréis elegantes.

seria. El dolor se apodera de nuestros corazones. Ese dolor adquiere mayor intensidad si se nos viene á las mentes el hecho de que los conprofesores americanos perciben más sueldo que nosotros los filipinos. Contra ésta irritante desigualdad, hemos protestado varias veces. Cuantas palabras dijimos respecto del particular, han caído en el vacío; y desde entonces creímos que se procede con injusticia contra nosotros. Que se eleve un poquito más el sueldo filipino, es nuestro afán. No queremos oír aquel argumento, de que se paga menos al filipino por tener pocas necesidades. Tal argumento nos rebaja á nosotros muchísimo y hace creer á los extranjeros que el filipino no tiene nociones de comodidad y bienestar material. No ignoramos las ventajas de la comodidad y las delicias del bienestar material. Retamos á cuantos detractores de la raza filipina existen sobre la superficie del globo terráqueo á que desmuestren lo contrario.

Lo que hay de verdad en éstas cosas del País, es que á nosotros los humildes profesores nos tratan los dioses del Olimpo con injusticia.

En los países que marchan á la vanguardia de la civilización, el elemento profesoral me-

* *

Si queréis ser muy distinguido y respetado en cualquier sociedad, usad los Trajes de Lana confeccionado en EL CENTRO DE MODAS.—94 Escolta.

rece del Gobierno toda suerte de consideraciones. Queremos que se dispensen á nosotros los respetos debidos.

Hay dispendio infame de dinero. Los lujos de la administración actual son innecesarios. Es preciso cortarlos si no quiere el Gobierno estar en continua berlina.

El dinero es del Pueblo Filipino. Los pobres contribuyentes creen que tienen derecho de llamar la atención de los tenedores del dinero hácia el destino que se le dá. Animados por ésta creencia, no vacilarémos en hablar siempre de ésta cuestión importante así en público como en privado.

¿Qué saca el Gobierno con emplear, las riquezas del País en locas prodigalidades? Abra las páginas de la historia.

Si en vez de invertir el dinero en los caprichos de una vida de disipación, se empleara siquiera parte de él, en mejorar la suerte de los maestros del Departamento de Instrucción Pública, á fé, que los intelectuales compatriotas y vuestros nunca jamás se atreverían á echar verbos contra los hombres que han arribado á estas playas con el santo anhelo de hacer de Filipinas un pueblo libre grande y próspero.

Honorables Representantes del País: Os consta á vosotros positivamente la situación en que nosotros nos encontramos. El remedio á tantos males de que enferman vuestros compatriotas, está en vuestras manos.

Si los talentos que Dios os dotara se pusieran al servicio de laborar en el sentido de que nosotros no debemos sufrir desigualdades irritantes, muchas almas bendecirían vuestra magnanimidad y el día en que habeis sido nombrados Diputados á la Asamblea Filipina.

ha. **

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D. Enrique Mendiola

En éstos días históricos para el Pueblo Filipino, en ésta época en que necesitamos á toda costa deshacer el argumento de que nosotros los filipinos no somos capaces aún para regir los destinos de la propia patria, debemos buscar hombres que puedan con su excelso nombre y reputación inmaculada desmentir aquel sistemático argumento.

Buscar hombres capaces para arrojar lejos de nosotros el sanbenito de la incapacidad que nos han colgado ciertos seres humanos, no es tarea difícil porque á tiro de ballesta conocemos una legión de sabios que son la honra y prez del Pueblo Filipino. Por consiguiente, no necesitamos la linterna de Diógenes para ésto.

Una sola mirada que nosotros tendamos á las propias fronteras del país, bastará para encontrar una persona apta para ocupar el cargo de Presidente de la Universidad de Filipinas.

El nombre que suena constantemente en nuestros oídos es Enrique Mendiola. Este personaje goza de una fama singular en materias pedagógicas. El Pueblo Filipino le tiene por semillero incansable de ciencias y eterno propagador del verdadero patriotismo. Adriático, la primera figura parlamentaria que ven nacionales y extranjeros en la Asamblea Filipina se formó en el Colegio Invención de la Santa Cruz dirigido entonces por el Sr. Mendiola. Cordero, el sabio retirado de la vida pública y que hoy dirige el simpático colegio de Ntra. Sra. del Rosario, debe también parte de su instrucción al veterano pedagogo Mendiola. Recuerda aquel asambleista fecundo en proyecto de ley recibió sólida instrucción del hábil y consumado profesor Mendiola. Abogados de fama, médicos notables, farmacéuticos distinguidos y escritores que nada tienen que envidiar á los extranjeros, han salido de las aulas del Sr. Mendiola.

Mendiola es un hombre de carácter. Cuando ejerce un derecho, no le agrada que algún atrevido lo viole.

* *

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Sabe romper lanzas por los fueros de la verdad. Su lema desde que se hizo conocer como hombre público es defender aquello que es verdad ante cualquiera y contra cualquiera.

El cargo de Presidente de la Universidad de Filipinas le sentará bien al Sr. Mendiola, pues no solamente es un señor de valiosos conocimientos científicos y literarios sino que también sabe mantener su dignidad y su prestigio en los momentos de dura prueba.

El Sr. Mendiola no ha aceptado cargos importantes que le ofreciera la dominación actual. Recordamos que el Sr. Abreu que ahora está desempeñando el cargo de juez de 1. instancia estuvo en su casa para ofrecerle en nombre del gobierno americano, el puesto de Director de Educación Pública. Entonces, la República Filipina no estaba todavía deshecha. La guerra de los filipinos contra los americanos hacía atronaba el espacio con el estampido el cañón y el silbar de las balas. A causa de ésta circunstancia, D. Enrique no quiso aceptar aquel tan honorífico como elevado cargo.

Ahora no hay ningún obstáculo para el ilustre compatriota. Trabajar por él porque sea Presidente de la Universidad de Filipinas es hacerle justicia.

Al gobierno recomendamos el nombre respetable del Sr. Mendiola. Es simpático para con el Pueblo. Su lealtad al gobierno norteamericano, está probada.



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SECCION PEDAGOGICA



Los maestros son para los alumnos los hombres más respetables y queridos. Rodeáseles de mil atenciones y sus nombres se pronuncian con veneración profunda. No nos extraña que los discípulos les guarden las consideraciones debidas. Estos deben á aquellos sus diversos conocimientos y por gratitud ríndenles homenajes de sumo respeto. Pero no todos los maestros inspiran respeto á sus discípulos. Los hay que ni siquiera merecen el saludo escolar. Y ésta conducta tiene razón de ser muchísimas veces por la sencilla causa de que se practica contra esos maestros que ocupan cátedras en nuestros colegios, por favoritismo, compadrazgos y amistades. ¿Qué ván á inculcar esos profesores en el cerebro de nuestra juventud estúdiosa pues que no son más que profesores improvisados por el favoritismo, y los compadrazgos y las amistades? Los alumnos cometen irreverencias al caer en la cuenta que sus ~~profesores~~ ^{compadrazgos} profesores saben menos que ellos. A parte de ~~que~~ ^{que} con esa clase de personal se engaña al público porque éste cree siempre de buena fé en los merecimientos de los que instruyen á sus hijos en ciencias y letras, la disciplina que debe reinar en todas las escuelas sufre un gran quebranto. Para evitar uno y otro, hay necesidad de borrar del cuadro de profesores á esos que no han nacido para cargar sobre sus hombros la pesada cruz de la pedagogía.

Hay cierto número de ellos en los templos de Midera y nosotros pedimos que se suprima sin piedad. Por desgracia para la verdadera orientación de la enseñanza, algunas veces, esos caballeros que constituyen el padrón de vergüenza de la clase, se encuentran con jóvenes pobres jóvenes, que por falta de conocimientos ignoran si sus profesores explican sabiamente ó recitan disparates. Entonces abroquelándose con la inocencia del público escolar que con avidez les escucha diariamente, adquieren patente de *consumados* maestros aunque real y verdaderamente no son mas que unos necios con barniz de cultura superficial. A dónde llevarán á la juventud esos falsos instructores, traficantes desvergonzados de la santa pedagogía? Los jóvenes que salgan de sus aulas se encontrarán con graves inconvenientes mañana, cuando establezcan el comercio continuo de ideas con las gentes.

Los pedagogos que somos responsables de nuestros actos no permitamos que se malogren los esfuerzos de nuestra juventud. Es digna ella de los mas grandes cuidados especialmente en lo que se refiere á su parte intelectual.

Buy advertised goods. Goods advertised in *The Filipino Teacher* are reliable.

No haya profesores improvisados. Los que engañan á los alumnos con doctrinas falsas, hagan el favor en nombre de la Patria, se lo digo á todos, de no continuar dañando á la juventud.

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SECCION LITERARIA

El Colegio de Ntra. Sra. del Rosario

EN LA FIESTA DE SU EXCELSA PATRONA.

Hermoso es ver á la juventud rebotante de alegría y entusiasmo en las fiestas del pueblo; pero es más hermoso aún verla loca de regocijo en las fiestas patronales de un Colegio, donde la familiaridad reina. La fiesta del Colegio de Ntra. Sra. del Rosario es celebrada con frenesí por los alumnos. Los escolares preparan del mejor modo posible para celebrarla con la solemnidad y esplendor compatibles con sus recursos. Esta juventud escolar siempre ardiente y entusiasta, muestra su entusiasmo y su ardor dejando traslucir en su brillante rostro la satisfacción y el contento; adorna y hermosea su colegio con faroles y macetas, cuelga otros faroles de los sencillos y simétricos arcos que contruyó en el patio que media entre la calle y el Colegio. Constituye una especie de saambla con toasmaster y oradores. Una banda de orquesta alquilada por contribución de los alumnos, ameniza aquella noche con escogidas piezas.

La alegría recomenzó con los albores del alba. Después de oír misa, comenzamos á recibir visitas. El dignísimo Sr. Director y su digna esposa demostraron entonces una vez más las inapreciables cualidades que les adornan; atienden á sus visitas, parecen incansables; para sus alumnos, siempre aquella atención verdaderamente paternal. Gallardos jóvenes y bellas dalgas son los que animaron la fiesta que resultó espléndida. Se dió un banquete muy exquisito. Después de la comida, la bellísima Sta. Angela Samson ejecutó con maestría á piano varias piezas escogidas, cantando después hermosas composiciones musicales con aquella voz angelical peculiar en ella con que recreó á los concurrentes que la aplaudieron frenéticamente. Esto terminado, se procedió á la organización del acto literario. El acto resultó brillante y aminoradísimo. Actuó como toasmaster el Sr. Felix Bautista. Hablaron los Sres. Arsenio García, Eufrasio Ocampo, Juan Alameda y el que tiene el honor de escribir esta desaliñada reseña.

No siéndonos posible reproducir aquí sus respectivos discursos, harémos brevemente una ligera reseña de ellos.

El Sr. Arsenio García demostró la grandeza de nuestra Religión sacrosanta con una elocuencia mayor de la que se puede esperar de un escolar que no ha entrado todavía en los campos de las ciencias facultativas. Llevando primero á sus oyentes á la contemplación de la alegría y del gozo que proporciona en grande cualquier fiesta de nuestra Religión, y de la influencia poderosa que cualquiera festividad de ésta ejerce en los corazones, viene después á concluir admirado con esta exclamación:

"Qué grande es la Religión católica"; y evidencia esta su grandeza trayendo oportunamente á colación los ejemplos de España y de los más grandes monarcas de la historia; la primera era grande cuando era católica, á Constatino, Teodosio, Carlomagno les hizo grandes la Religión la cual humilló al mismo tiempo á Napoleón y D. Atila. Volviéndo luego la vista á Filipinas, describe el estado lamentable de la Religión

católica en estas Islas, debido al desarrollo en ellas de ciertos adversos acontecimientos, concluyendo con el deseo y el voto más ardiente de que desaparezcan ya de una vez las demás sectas impías, reinando tan solo la Religión católica.

El Sr. Eufrasio Ocampo es el que se encargó de dar la bienvenida y las gracias á las personas que se dignaron honrar con su presencia la fiesta y el acto. Desarrolló su discurso entre los encantos, de la Retórica y las flores de la poesía, manifestando en nombre de todo el colegio su satisfacción y su gratitud á los concurrentes y sintiendo no poder expresarse con más elocuencia como se expresaría en un acto semejante un mago de la palabra.

El discurso del Sr. Juan Alameda versa principalmente sobre la mujer por excelencia ensalzando su grandeza, poder y pureza. Luego habló también de la excelente instrucción que reciben los alumnos de este Colegio, llegando en su entusiasmo á asentar la atrevida afirmación de que "todos los que salen de este Colegio son sabios". Terminó su discurso recomendando, como es debido, la gratitud de parte de nosotros al dignísimo y amable Sr. Director por sus desvelos y continuos trabajos soportados con constancia y paciencia admirables, tan solo por el progreso de los alumnos.

De ésta manera, se terminó el acto, dispensándose la concurrencia, después de haber tomado un lunch exquisito; y nosotros fuimos á asistir á la solemne procesión de Sto. Domingo.—CARLOS SONGLAO.

Notas y lijeros comentarios

Ya há comenzado sus sesiones la segunda Legislatura Filipina. Hay muchos proyectos de ley presentados. Fácil es presentarlos. La tarea es más difícil está en saber defenderlos con tesón y energía.

Los escolares universitarios al fin han triunfado de sus enemigos. Ahora, gracias á aquella labor estudiantil que admiramos hace poco, las puertas de las facultades de Medicina y Farmacia están abiertas de par en par. La fé traslada montañas. Si nosotros no la perdiéramos en esos instantes de los grandes sacrificios, la justicia triunfaría de la falsedad el bien aplastaría siempre al mal. La fé en las cosas santas reine en todos los corazones.

La Philippine Teacher Association há celebrado en los días pasados una junta á la que concurrieron prominentes miembros. El Sr. Quijano el incansable administrador de la revista The Filipino Teacher ha presentado una memoria sobre el estado económico de aquella publicación. Hay *superabit* dice el activo Señor Quijano. Y nosotros respiramos. ¡Adelante hombres de la pluma!

Patriota en La Vanguardia y Sabater en el Ideal proponen con insistencia que el Presidente de la Universidad de Filipinas sea filipino. ¡Bien por la ideal!

Hay que dignificar siempre á la raza.

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